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this way we complete the sensori-motor circle, inward from the body to the mind, outward from mind to behavior [p. 5].

The second division of the book gives a more detailed discussion of the facts of psychology. The method here presents no striking differences from those which have commonly been employed in such texts. The last chapter, dealing with "Mental Hygiene and Efficiency," exhibits more than any other the attempt to write expressly for teachers.

The book presents a brief, but clear and concise, statement of the elementary principles of psychology. It is written in an attractive style, and the material is well organized. From the viewpoint of psychology the book is well adapted for an introductory course with immature students. Examined, however, from the view of educational psychology, the claims of the book are not so convincing. The attempt to make the book directly useful to the teacher is evident, not so much in the selection and organization of material as in the series of exercises accompanying each chapter. In the body of the text the author has selected some of his illustrations from the field of education. It would seem that this commendable feature could have been used much more frequently. One feels, after reading the book, that a skilful teacher could use it very effectively with a class of normal-school students, but that without such skilful teaching the book of itself would not function. It would seem that the psychology of application would require that if a text in psychology is to function for a particular class of people, it must include not only carefully prepared illustrations and exercises, but also a serious modification in the selection and arrangement of material and in the style of discussion, so that the dominant emphasis throughout the body of the text is upon the problems of that particular class.

The psychology of learning and study.—A different kind of an attempt to apply psychology to education, than has been described above, appears in a book from Professor Edwards. In this volume¹ the writer limits his efforts to a discussion of the fundamental principles of learning and study which are essential to economy in the educational process. The outstanding characteristic of the book is the extensive application of the "habit theory" to educational thought and practice. The results of education are considered as more or less permanent dispositions or tendencies of some kind. The author's point of view is well expressed in the following quotations:

The writer thinks that the Habit Theory has not received its due in educational practice and perhaps not in educational thought. It is a principle which runs through the whole work of education and the adoption of it as the fundamental working principle of the teacher's work should help to bring the definiteness that is needed [p. 1].

¹ A. S. EDWARDS, *The Fundamental Principles of Learning and Study*. Baltimore: Warwick & York, 1920. Pp. 239. \$1.80.

In order to express conveniently these *more or less permanent dispositions or tendencies, memories, habitudes, interests, and the like*, which are the results of education, we shall use the word "habit." This word is commonly used in a *narrower* and in a *broader* way. In the narrower sense it refers to the more or less mechanical tendency to act as we have acted before. But it is used commonly in a broader sense. Thus habit is defined as being "the tendency to think, feel, and do as we have thought, felt or done before." In the broadest sense we find writers speaking of "habits of thought," "habits of affection," "habits of liberality," "habits of devotion," "habits of attention," "moral habits," and we hear of people habitually liking or disliking this or that. *Habit thus includes attitudes* and may be used as a *general term for all more or less permanent tendencies of mind and body* [p. 11].

The content of the book is broad and covers many aspects of the subject. The first four chapters are devoted to establishing the general habit point of view. The next two chapters discuss the acquisition of knowledge in the learning process. Following this are two chapters devoted to the discussion of improvements and arrests in the process of learning. Chapter ix gives a brief treatment of the transfer of training. Chapters x and xi discuss the memory as related to learning and retention. Other general topics considered are the interests and attention, the feelings and moral education, and the psychology of study.

Throughout the book the author has drawn upon experimental studies and has applied these to the practical problems of the classroom. The range of topics treated and the definite nature of the discussions make the book suitable for wide use in courses dealing with a survey of the psychology of the learning process.

Defective eyesight in the schools.—The second report of General Crowder on the "Operation of the Selective Service System" shows that 10 per cent of all the rejections among drafted men were due to defective eyesight. This is a conservative figure for general application since it does not include the large number of men having eye defects who were rejected on account of other defects without examining their eyes. Studies of the vision of school children have shown that approximately 20 per cent have eye defects serious enough to deserve treatment. The whole problem of eyesight as related to school work has been surveyed in a recent bulletin of the Bureau of Education by Mr. J. H. Berkowitz.¹

The bulletin gives the results of a study carried on intensively in New York City, and by correspondence and questionnaire in fifty other cities in the United States. The returns from the questionnaire were checked against the results of the direct survey of conditions in New York. The study had for its specific objects the determining of the following:

a) The nature and extent of defective vision in school children as disclosed by medical inspection.

¹ J. H. BERKOWITZ, "The Eyesight of School Children," *Bureau of Education Bulletin No. 65, 1919*. Washington: Department of the Interior. Pp. v+128.